

## ESOL Performance Standards ESOL II

### READING CRITERIA

- Demonstrates comprehension of vocabulary related to clarifying, checking, indicating understanding; stating similarities/ differences; making excuses; apologizing, complaining, agreeing/disagreeing; inviting, accepting, declining invitations; describing events, problems and situations
- Reads and comprehends simple descriptive paragraphs that are related to the ESOL II functions and supporting grammar
- Recognizes the grammar elements that express the functions and demonstrate command of verbs in the affirmative, negative and interrogative forms of the past and past progressive tenses; modals *would* and *could*; count/mass nouns; comparative and superlative structures
- Reads informational materials related to daily routines such as public signs, job applications, schedules, timetables, maps, diagrams, directions, prescriptions, menus, doctor and dentist forms, labels, coupons, bills advertisements
- Reads reference materials such as directories, dictionaries, guide words, reader's guide, library card catalog

<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Met</i></b>	<b><i>Exceeds</i></b>
On occasion the student: <ul style="list-style-type: none"> <li>• phonetically decodes new words in familiar contexts</li> <li>• uses content clues to decode sentences</li> <li>• describes main ideas, supporting details, and basic facts</li> <li>• locates specific information (who, what, where, when, how)</li> </ul>	Sometimes the student: <ul style="list-style-type: none"> <li>• phonetically decodes new words in familiar contexts</li> <li>• uses content clues to decode sentences (restatements, comparison)</li> <li>• describes main ideas, supporting details, and basic facts</li> <li>• locates specific information (who, what, where, when, how)</li> </ul>	Often the student: <ul style="list-style-type: none"> <li>• phonetically decodes new words in familiar contexts</li> <li>• uses content clues to decode sentences (restatements, comparison)</li> <li>• describes main ideas, supporting details, and basic facts</li> <li>• locates specific information (who, what, where, when, how)</li> </ul>	Consistently the student: <ul style="list-style-type: none"> <li>• decodes phonetically most new words in familiar contexts</li> <li>• uses content clues to decode (restatements, comparison)</li> <li>• describes main ideas, supporting details, and basic facts</li> <li>• locates specific information (who, what, where, when, how)</li> </ul>

## ESOL Performance Standards ESOL II

### WRITING CRITERIA

- Writes text that address the Level II functions of clarifying, checking, indicating understanding; stating similarities/ differences; making excuses; apologizing, complaining, agreeing/disagreeing; inviting, accepting, declining invitations; describing events, problems and situations
- Fills out basic job and school forms and applications
- Writes information text such as directions (how to's, travel), explanations (rules, regulations, guides), and letters (invitation, thank you's, requests) that employ Level II functions and grammar
- Writes narratives about personal or family situations (e.g., biographies, daily activities, dialogues) that employ the Level II functions and grammar
- Writes descriptions about people, places, objects and situations that employ Level II functions and grammar and details about the location, time, and physical attributes

<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Met</i></b>	<b><i>Exceeds</i></b>
<p>The student writes paragraphs characterized by:</p> <ul style="list-style-type: none"> <li>• some identifiable ideas but little identifiable internal structure or organization</li> <li>• word choice that is accurate but limited</li> <li>• little variation in sentence types and a significant number of awkward or rambling constructions</li> <li>• frequent, significant errors in ESOL II grammar and usage that detract from the meaning</li> </ul>	<p>The student writes a paragraph characterized by:</p> <ul style="list-style-type: none"> <li>• an easily identifiable purpose and main ideas although they tend to be broad, or simplistic</li> <li>• an organization and structure that is skeletal with some relationship among ideas present</li> <li>• words that are accurate yet lacking in variety</li> <li>• good control over simple sentence structures</li> <li>• repeated weaknesses in ESOL II grammar and usage that do not block meaning but do distract the reader</li> </ul>	<p>The student writes a paragraph characterized by:</p> <ul style="list-style-type: none"> <li>• clear and focused purpose and main ideas that address a specific topic and contain relevant supporting details</li> <li>• an organizational structure that is strong enough to move the reader through the sentences without too much confusion</li> <li>• words that are specific, accurate, functional and appropriate to the audience</li> <li>• logical and effective sentences that flow smoothly only occasional lapses in correct ESOL II grammar and usage</li> </ul>	<p>The student writes a paragraph characterized by:</p> <ul style="list-style-type: none"> <li>• clear, focused ideas that hold the reader's attention and include relevant details that enrich the central theme</li> <li>• an organization that is clear, appropriate and enhances the central ideas</li> <li>• vocabulary that is clear, effective, varied, accurate and appropriate to topic</li> <li>• well-constructed and well-organized sentences that vary in structure, length, and beginnings and flow smoothly</li> <li>• strong control of ESOL II grammar and usage</li> <li>• a strong sense of audience and a voice that is individual and engaging</li> </ul>

## ESOL Performance Standards ESOL II

### LISTENING CRITERIA

- Understands And responds to spoken text dealing with the functions and employing the grammar of ESOL II
- Understands and responds simple sets of instructions and directions relating to movement and position in space
- Understands and responds basic face-to face social interactions (e.g., greet, introduce self, ask about other person)
- Understands and responds to media presentations (e.g., simple recorded texts, radio programs)

<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Met</i></b>	<b><i>Exceeds</i></b>
<p>On occasion the student:</p> <ul style="list-style-type: none"> <li>• responds to conversations, instructions, and social interactions held at a normal rate of speech but a great deal of repetition and rewording is needed</li> <li>• on occasion identifies details and main ideas of oral presentations</li> <li>• on occasion identifies signal words and expressions in oral interactions</li> </ul>	<p>Sometimes the student:</p> <ul style="list-style-type: none"> <li>• responds to conversations, instructions, and social interactions held at a normal rate of speech but sometimes repetition and rewording is needed</li> <li>• sometimes identifies details and main ideas</li> <li>• sometimes identifies signal words and expressions</li> </ul>	<p>Often the student:</p> <ul style="list-style-type: none"> <li>• responds to conversations, instructions, and social interactions held at a normal rate of speech with little need for repetition and rewording</li> <li>• often identifies details and main ideas</li> <li>• often identifies signal words and expressions</li> </ul>	<p>Consistently the student:</p> <ul style="list-style-type: none"> <li>• responds to conversations, instructions, and social interactions held at a normal rate of speech without need for repetition or rewording</li> <li>• consistently identifies details and main ideas</li> <li>• consistently identifies signal words and expressions</li> </ul>

## ESOL Performance Standards ESOL II

### SPEAKING CRITERIA

- Produces oral language that expresses the ESOL II functions and employs the ESOL II grammar
- Uses vocabulary pertaining to the ESOL II functions, grammar, and daily activities (e.g., leisure activities, stores and shopping, wildlife, sports, medical/hospital/dental, making complaints, clarifying, checking, indicating understanding; stating similarities/ differences; making excuses, apologizing, making complaints)
- Engages in basic face-to-face social interactions (e.g., greet, introduce self; ask and answer questions about occupation, work experience, family, health, hobbies, interests, needs, wants, plans, routines, emotions; respond to invitations; describe people, places, things, events, problems/solutions; agreeing/disagreeing)
- Provides sets of directions relating to movement and position in space

<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Met</i></b>	<b><i>Exceeds</i></b>
<p>The student's oral production:</p> <ul style="list-style-type: none"> <li>• uses largely accurate vocabulary that consists of single words or minimal phrases appropriate to the level</li> <li>• exhibits little consistency in pronunciation, stress, inflection, and intonation of familiar words</li> <li>• includes frequent pauses and false starts, impeding understanding</li> <li>• evidences frequent, significant errors in ESOL II grammar and usage that impede understandability</li> <li>• is understandable only by trained ESOL instructors</li> </ul>	<p>The student's oral production:</p> <ul style="list-style-type: none"> <li>• uses words, phrases, simple sentences appropriate to the level that are accurate but ordinary and lacking in variety</li> <li>• exhibits some general accuracy in pronunciation, stress, inflection and intonation of many familiar words,</li> <li>• includes pauses and false starts that frequently impede understanding</li> <li>• evidences some weaknesses in ESOL II grammar and usage and that does not block meaning but does distract the listener</li> <li>• evidences some ability to self-correct with prompts</li> <li>• is readily understandable for ESOL instructors</li> </ul>	<p>The student's oral production:</p> <ul style="list-style-type: none"> <li>• uses words, phrases, simple and complex sentences appropriate to the level that are functional and appropriate to situation and listener</li> <li>• exhibits general accuracy in pronunciation, stress, inflection, and intonation of most familiar words and a few unfamiliar words although accent is detectable</li> <li>• includes occasional pauses and false starts</li> <li>• evidences only occasional lapses in correct ESOL II grammar and usage</li> <li>• evidences the ability to employ circumlocution, "to find another way to say things" in conversations</li> <li>• is clearly understandable by ESOL instructors and other teachers</li> </ul>	<p>The student's oral production:</p> <ul style="list-style-type: none"> <li>• uses words, phrases, simple and complex sentences appropriate to the level that are varied, natural, accurate</li> <li>• exhibits accuracy in pronunciation, stress, inflection, and intonation of most familiar words and some unfamiliar words with little or no accent detectable and general fluency</li> <li>• evidences strong control of ESOL II grammar and usage</li> <li>• evidences skill at circumlocution, "to find another way to say things" in conversations</li> <li>• is understandable by native English speakers</li> </ul>